

IMPROVING STUDENTS' SIMPLE TENSES MASTERY BY USING ENGLISH SONG AT MA NURUT TAQWA CERME

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Abstract

Simple tense is one of the essential skills that should be mastered by the students. The skill deals with knowing how to form sentence and use it in an appropriate way. In teaching and learning simple tenses process, the students are usually confused of rules. The students sometimes get bored in teaching and learning process employed by the teacher in teaching simple tenses. As a result, a lot of students have low scores on English caused by the failure in mastering simple tenses. One of the solutions to improve students' simple tenses mastery is by using English song. It helps them to give motivation in learning English and memorizing the grammatical point through repetition of words in the song.

The research intended "To improve students' simple tenses mastery at MA Nurut Taqwa Cerme Bondowoso. The design of the research was Classroom Action Research. The research covered four stages of activities, they were planning, implementing, observing, and reflecting. The research subject was XI^{IPA} class because their simple tenses scores were still low. The class consisted of 23 students. Test and observation used to collect the data.

The result of the score analysis was, the percentage of students who got score ≥ 70 was 45% in the first cycle. It means that the score of cycle one did not achieve the criteria of success. Therefore, it was necessary to continue the action into cycle two with some modification in implementing the action. The result of writing test in second cycle was 78% of the students could achieve the target score. It was not necessary to continue the action into next cycle because more than 70% students could achieve the target score. To sum up, the use of English song could improve students' simple tenses mastery at MA Nurut Taqwa Cerme Bondowoso by filling the blank spaces with the correct to-be and verbs form.

Key words: *Simple tenses Mastery, English Song*

I. Introduction

The researcher assumes that Simple Tenses is one of important parts of learning English. This assumption brings the researcher to conduct the research on the Simple Tenses competence, especially simple tenses. Moreover, in the 2013 curriculum syllabus of senior high schools curriculum requires students to be able to use simple tenses. They are simple present tense, simple past tense, and simple future tense.

There are so many techniques to teach Simple Tenses, one of them is using English song. International Conference Centre Kitakyushu Japan (2001) informed rationale and guidelines with respect to use these various ways of using songs to teach Simple Tenses also provided for the best teaching and learning effect. English song is a very effective way that should play in the EFL/ESL classroom because it offers a great variety that appeal to the students. Most children enjoy music and therefore it should increase their interest in learning a new language in a very entertaining way. The teachers need to be willing to incorporate song in their lessons in order to better enhance their students' learning. Teaching Simple Tenses needs to have an appropriate technique because sometimes the students get bored just doing the exercise from the teacher. Memorizing the rules with a serious condition in the classroom make them uninteresting on learning Simple Tenses. The students may be easy to remember but it is easy to forget also. It is the teacher responsibility to create an interesting activity in Simple Tenses class. Yet, the teacher sometimes ignores it.

II. Method

Kind of research uses is a Classroom Action Research which has the purpose of developing new approach to solve a problem in the field or the actual problem by using direct implementation. According to Ary (2006), Classroom Action Research (CAR) is a process to improve education by incorporating change and involves educators working together to improve their own practice. Besides, it is practical and allows direct access to research findings. There are three main characteristics of action research: 1. The research is situated in a local context and focused on a local issue. 2. The research is conducted by and for the practitioner. 3. The research results in an action or a change implemented by the practitioner in the context.

A classroom action research used in this research because this research intends to improve the students' writing ability in the teaching learning process. Classroom Action Research purposes to change the situation in teaching learning process involving collaboration with the English teacher in the class.

Subject

The subject of this research is the XI grade. They are consisting of 23 and the researcher take them all as subject of study. This research is conducted in X^{pa} grade MA NurutTaqwaGrujuganCermeBondowoso because the students' Simple Tenses mastery still in under standard of achievement course.

Instruments

Observation Checklist

Observation is used to get the data of the students' activities in doing the learning process of writing by giving revision and editing process. The observation uses a checklist paper as the instrument to record the students' activities in the teaching and learning process. The students are considered as passive participants if they fulfill less than three indicators of the four indicators. Moreover, this research is considered successful if 75% of the students are active. The aspects that are observed are as follows.

1. The students pay attention during the lesson
2. The students asking questions related to the topic
3. The students respond to the teacher question
4. The students doing the task given by the teacher

Table 3.1 Observation Checklist

No.	Name	Indicators				Active	Passive
		1	2	3	4		

Simple Tenses Test

Test is used as an instrument in this research. This is including test for filling the blank spaces with the appropriate simple present, simple past tense and simple future tense. Test is used to measure the improvement of Simple Tenses mastery after English song is used as the method of learning.

In this research, the researcher used objective test. The test consists of 12 items. They include four of simple present tense, four of simple past tense and four of simple future tense. The test is by filling the blank spaces with the correct to-be and verbs form with the song lyric “For The Rest of My Life and Always Be There by Maher Zain”.

III. Result and Discussion

The Results of Observation Checklist Cycle One

The successful criterion of the students’ active results was 70% of the students active participation. Based on the result of observation checklist in the first meeting in cycle 1, there were 8 students of 23 students (35%) who active in the teaching and learning simple tenses process. The results of the observation checklist indicated that it had not achieved the target minimum of students active participation in the classroom.

For the second meeting in the cycle 1, there were 13 students of 23 students (56%) who active in the classroom. It showed there was improvement than the first meeting in the cycle 1. It indicated that it had not achieved the target minimum of the observation checklist results. Therefore, it was necessary to conduct the actions in Cycle Two. The researcher tried to modify the activity in the teaching and learning Simple Tenses process in order to make the students active in cycle 2.

The Results of Observation Checklist Cycle Two

For the first meeting in the cycle 2, the researcher changed the activity and song in the classroom. She asked students to student to change the example sentence of simple present tense and simple past tense which given by the teacher into negative and introgative form and vise versa. From the different activity in cycle one above, first meeting in cycle 2 there were 17 students of 23 students (74%) who active in the teaching and learning process. It showed that it had not achieve the target minimum of observation checklist (students’ active participation).

In the seond meeting in cycle 2, there were 19 students of 23 students (82%) who active in the classroom. In this meeting the researcher asked students to ask the partner about something that will occur next week. After that, she pointed two

or three students to tell what the partner say. This trained the students in understanding and using simple future tense. Here the tabel of improvement percentage students' active participation achievement from meeting 1 in cycle 1 to the second meeting in cycle 2.

Tabel 4.1 The Percentage of Improvement of Students' Active Participation

Observation Checklist	Meeting 1 Cycle 1	Meeting 2 Cycle 1	Meeting 1 Cycle 2	Meeting 2 Cycle 2
Students' Active Participation	35%	56%	74%	82%

From the table above, it can be concluded that the observation checklist or students' active participation in the second meeting of cycle 2 had been successful in achieving the target score of the students' active participation.

The Results of Simple Tenses Test Cycle One

The result of the students' Simple Tenses test in cycle two can be seen in (appendix 21). Based on the result of Simple Tenses test above, there were no students who were absent when the test given to the students. The successful criterion of the students' Simple Tenses test results was 70% of the students got 70 or more in the Simple Tenses test. Based on the result of Simple Tenses test in cycle one, there were 11 students of 23 students (48%) who got 70 or more (see appendix 21). The results of the Simple Tenses test indicated that it had not achieved the target of the Simple Tenses test score. Therefore, it was necessary to conduct the actions in Cycle Two.

The Results of Simple Tenses Test Cycle Two

The result of the students' Simple Tenses test in cycle two can be seen in (appendix 24). Based on the result of Simple Tenses test above, there were no students who were absent when the test given to the students. The number of the students was 23 students. It showed that there were 18 students of 23 students or 78% could achieve the target of the Simple Tenses test results that was 70 (see appendix 24). It indicated that the actions given in cycle two had been successful in

achieving the target score of the Simple Tenses test. Here the tabel of improvement percentage students' Simple Tenses score achievement from preliminary study to cycle 2.

Tabel 4.2 The Percentage of Improvement of Students' Simple Tenses Score

Simple Tenses Test	Preliminary Study	Cycle 1	Cycle 2
Students' Simple Tenses Score	45 %	48 %	78 %

From the table above, it can be concluded that the students' Simple Tenses score of cycle 2 had been successful in achieving the target minimum score of the students' Simple Tenses test. It means the use of English students can improve students Simple Tenses mastery among the XI^{IPA} grade student of Ma Nurut Taqwa Grujugan Cerme Bondowoso.

IV. Conclusion

Based on the results of the Simple Tenses test that was done in cycle 2, it can be concluded that the use of English song could improve Students' Simple Tenses Mastery and students' activeness among the XI^{IPA} of grade Student of MA Nurut Taqwa Grujugan Cerme in the 2015/2016 academic year.

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